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ABSTRACT

The need for career guidance and counseling services in post-secondary institutions is well-documented in the professional literature and recent research studies. Accordingly, this module is intended as a guide for instructors to use in conjunction with an existing introductory course in college student personnel/student affairs in higher education. It is designed to assist graduate students in examining their own career development and in assessing available career opportunities and resources. Through a structured self-analysis, it provides useful career information and materials, and involves students in career-related activities and experiences. There are five separate components with suggested activities, materials, and resources for each: (1) Self Assessment and Self Analysis; (2) Career Opportunities in Student Affairs; (3) Career Enhancing Experiences; (4) Life Planning and Direction; and (5) Placement Strategies for New Professionals. (TE)

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Career Guidance Strategies for Student Affairs Professionals

School Counselor Education Program Improvement Grant
(1987 - 1988)

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CAREER GUIDANCE STRATEGIES FOR STUDENT AFFAIRS PROFESSIONALS

The need for career guidance and counseling services in post-secondary institutions, including technical, two, and four year colleges, is well documented in the professional literature and recent research studies. In 1987 over 12.3 million students were enrolled in American colleges and universities. This large segment of our population has expressed career needs that are both similar to those of other adult groups as well as needs that are unique. College students are faced with developmental issues, demands, and opportunities that require specialzied career understandings and interventions. They are individuals who expect and are expected to achieve higher levels of career maturity, career success, and career advancement.

Currently, there are national and state mandates to improve career guidance programs at all levels of education including post-secondary institutions. Collaboration between K-12 schools and post-secondary institutions is viewed as essential, and numerous student personnel professionals are in key roles to encourage and support such cooperative efforts. In Michigan the Department of Education has demonstrated its strong commitment to strengthening the delivery system for effective career guidance programs and services. The recent publication of the "Policy and Position Paper on Comprehensive Guidance and Counseling Programs" and the funding of "School Counselor Education Improvement Grants" for 1987-1988 are excellent examples of the department's leadership in this vital area of education.

A natural place to form a partnership with career planning and program development initiatives is in the preservice and inservice education of college student personnel professionals. Although not all of these practitioners (current and prospective) will have primary responsibilities in career planning and/or placement, all will be involved in student, staff, and community interactions that can positively influence the career development of college students. Furthermore, the student affairs staff should be a leader in and an integral part of the institution's mission to prepare individuals who achieve career success and satisfaction. In turn these individuals will become effective, contributing, and productive members of society.

Career development concepts and processes relate substantively to the present emphasis on student development theory and applications within the student affairs profession. Traditionally, an essential part of student

personnel programs has been career planning and placement services. The involvement and/or support of each student service area in the delivery of career counseling services is imperative. College students must be assisted in developing both a personal and vocational identity which they can relate to the world of work.

Thus, the purpose of this career guidance module is to strengthen and complement the college student personnel worker's understanding of relevant career planning and placement concepts and processes. It is designed to assist graduate students in examining their own career development and in assessing available career opportunities and resources. Through a structured self analysis, they will become aware of useful career information and materials and become involved in career-related activities and experiences. It is expected that by active participation in the module and selected components, students will be able to translate and apply their own career learnings from this process to the career needs and concerns of college students in general.

This module is intended for infusion into an existing overview and/or introductory course in college student personnel/student affairs in higher education. It is developed as a guide for the instructor of such a course and as part of the pre-service training program of college student personnel workers at the graduate level. The module components, however, can be used as part of an in-service staff development program for practitioners. There are five separate module components with suggested activities, materials, and resources for each. They are: Self Assessment and Self Analysis, Career Opportunities in Student Affairs, Career Enhancing Experiences, Life Planning and Direction, and Placement Strategies for New Professionals.

I. SELF ASSESSMENT/SELF ANALYSIS

This component is designed to aid graduate students in the college student personnel/student affairs program in assessing their own career development. They in turn will be better prepared to help college students with their career development needs and concerns at various stages of the process. Additionally, students will have opportunity to enhance their own current career planning and decision making. The component consists of a group experience with suggested complementary experiences from which the individual students can select. These will provide further opportunity for vocational assessment and will familiarize students with resources available on campus.

OBJECTIVES

** Students will explore specific developmental and situational factors that led to their current career decisions.

** Students will examine specific personal goals, interests, values, and competencies related to career choice.

Approximately thirty minutes can be alloted for this group activity. It is suggested that students be divided into groups of five or six. The instructor can then begin the group discussions by asking the students in each group to take turns introducing themselves. Once they are familiar with each other, the instructor can suggest they each tell the other group members why they are interested in student personnel work. The instructor can then generate further questions as time and need dictate (see Special Materials for suggestions). The instructor can also spend some time at the close of the group sessions discussing with students how these learnings can be applied to helping other college students make career decisions.

RESOURCES

1. Carney, C.G. and Wells, C.J. Career Planning: Skills to Build Your Future, Monterey, CA: Brooks/Cole Publishing Co., 1987.

2. Gardner, J.N. and Jewler, A.J. College is Only the Beginning: A Student's Guide to Higher Education, Belmont, CA: Wadsworth Publishing Co., 1985.

3. Lewis, A., Lewis, W., and Radhauer, S. How to Choose, Change, and Advance Your Career, New York: Barrons Educational Series, Inc., 1983.

4. Luft, J. Group Processes: An Introduction to Group Dynamics, Palo Alto, CA: Mayfield Publishing Co., 1984. (for instructor use).

5. Mencke, R. and Hummel, R.L. Career Planning for the 80's, Monterey, CA:Brooks/Cole Publishing Co., 1984.

SPECIAL MATERIALS

GROUP DISCUSSION QUESTIONS

1. Who was the person/persons that most influenced your decision to work in college student affairs?

2. What personal qualities have you observed in this person that are significant to you?

3. What do you like best about the profession?

4. What educational background do you have that prepared you for this program? majors? minors?

5. What college activities or areas of student involvement have influenced your career decision?

6. What do you consider to be your strengths and how do these relate to your career choice?

7. What values do you hold that have influenced your decision?

8. What are some interests or other considerations that have influenced your decision?

SUGGESTED ACTIVITIES

The following vocational interest inventories and computer based career guidance programs represent some activities that students can choose from if they desire further exploration:

SELF-DIRECTED SEARCH

The Self-Directed Search, 1985 edition, is an instrument for career exploration using Holland's six scales (realistic, social, investigative, artistic, conventional, and enterprising). It provides an assessment of desires, preferences, abilities, and competencies that is self-administered and self-evaluated. Results can then be related to the Dictionary of Occupational Titles thus enabling the student to explore the world of work. For further information write: Psychological Assessment Resources, Inc., P.O. Box 98, Odessa, Florida, 33556.

STRONG CAMPBELL INTEREST INVENTORY

The Strong Campbell Interest Inventory provides additional information to assist the student in career planning and decision making. There are seven areas explored: occupations, school subjects, activities, amusements, types of people, preference (or indifference) between two activities, and your characteristics. The six areas based on Holland's types are also assessed. These scores are then used to explore 23 Basic Interest Scales such as adventure, domestic arts, and medical science. Standard Scores are also provided for each of 119 Occupational Scales. For further information write: Consulting Psychologists Press, 577 College Ave., Palo Alto, California, 94306.

SIGI PLUS

The System of Interactive Guidance and Information (SIGI)-Plus is a computer based program that assists individuals in making informed career decisions. It is composed of nine areas: Introduction, Self Assessment, Search, Information, Skills, Preparing, Coping, Deciding, and Next Steps. It helps users explore their options and formulate career plans. For more information call or write: SIGI Office, Educational Testing Service, Princeton, NJ, 08541, 609/734-5165.

DISCOVER

Discover is a computer based career guidance and information system. It provides information in four parts: Self-information, Strategies for Identifying Occupations, Occupational Information, and Search for Educational Institutions. The self-information segment assesses interests, values, and abilities and applies this

information to occupations. In the second part the student has an opportunity to use scores from interest and aptitude tests taken previously. In the third part the student can gain information about occupations by asking questions. Part four contains information on approximately 18,000 4-year, 15,000 2-year, and 1,000 graduate and professional institutions. For further information call or write: DISCOVER Center, Chilling Plaza South, 230 Chilling Circle, Hunt Valley, Maryland, 21031; 301/584-8000.

II. CAREER OPPORTUNITIES IN STUDENT AFFAIRS

This component is designed to aid graduate students in the college student personnel/student affairs program in identifying career opportunities in the service and program areas within this career field. The students will have the opportunity to learn about careers that are available to them in two and four-year colleges and universities. The component consists of an individual project which may be used to complement the suggested group activity. The experiences that are described in this component will allow students to become aware of the diverse roles and positions available within the profession.

OBJECTIVES

** Students will become aware of the career opportunities within the field of student affairs.

** Students will interview a professional from the area of their career interest and will report on their findings.

Students will be asked to purchase and read the pamphlet, Careers in the College Student Personnel Profession. In addition, students will receive a list of sample questions which they can use in their interview with the professional they have selected (see Special Materials for suggestions). Upon completion of the interviews, one of two activities may be appropriate: 1.) The class can be divided into groups of 5 or 6 and each person in the group given an opportunity to report on the person they interviewed; this activity will take approximately 45 minutes. 2.) Each student can take approximately 5 minutes to highlight the results of their interview; one class session could be devoted to this activity. The instructor can clarify information presented in the ACPA pamphlet and facilitate the classroom or group discussions by assisting students to find personal meanings and applications for thier own career planning and decision making.

RESOURCES

1. Career Perspectives in Student Affairs, Monograph Series Vol. 1, Washington D.C.: National Association of Student Personnel Administrators, 1984.

2. Johnson, D.H., and Steele, B.H. A national survey of research activity and attitudes in student affairs divisions, Journal of College Student Personnel, 25, 200-206, 1984.

3. Kelm, M.C. and Graham, J.W.(eds). Directory of graduate preparation programs in college student personnel, Carbondale, IL.: Department of Educational Administration and Higher Education, Southern Illinois University (Commission XII of American College Personnel Associations), 1987.

4. Packwood, W.T.(ed.). College student personnel services Springfield, IL.: Charles C. Thomas, Pub., 1977.

5. Rentz, A.L. and Knock, G.H. Careers in the college student personnel profession, Alexandria, VA: American College Personnel Association.

SPECIAL MATERIALS

INTERVIEW QUESTIONS

1. What are the individual's roles and responsibilities?

2. What skills or competencies would prove useful in this occupation?

3. What is the nature of this person's professional preparation?

4. What does this person like about their occupation?

5. What do they dislike about their occupation?

6. What led this person to choose this particular area of college student personnel work?

7. What is the employment outlook for jobs in this profession?

8. What are some current issues or future directions related to this field?

9. Why did you choose to interview this professional?

10. How has this interview effected your career planning and/or perceptions about this field?

SUGGESTED ACTIVITIES

ADDITIONAL INTERVIEWS
Students can interview other professionals in the field to gain a better understanding of the career opportunities available to them.

SHADOWING EXPERIENCE
Students can make arrangements to spend some time following or working with a student affairs professional while he is on the job.

ATTENDANCE OF A STATE OR NATIONAL CONFERENCE
Students can be made aware of any conferences or meetings that might provide an opportunity for them to become more knowledgeable of the student affairs field.

III. CAREER ENHANCING EXPERIENCES

This component is designed to expand the graduate student's knowledge and awareness of the diverse opportunities of field-based experiences available at both the undergraduate and graduate levels of education. It is important for prospective student affairs professionals to recognize the value and benefits of work-related experiences as part of one's professional development. The general interest in volunteer programs, field placements, practica, internships and cooperative education experiences is not only growing, but such experiences have been shown to increase the probability of attaining entry level career positions. This segment of the module also can provide an appropriate time for introducing graduate students to practicum, field work, internship or cooperative education experiences that are required or recommended as part of their graduate programs of study.

OBJECTIVES

** Students will become aware of various types of work-related experiences and will develop an appreciation for their potential value in the career development process.

** Students will become informed of career enhancing experiences that are available to them as part of their professional preparation in student affairs.

The theme of this session can be introduced by encouraging students in the class to briefly discuss their own involvement in career enhancing experiences while in college. The instuctor can then explain the nature of various field-based educational experiences typically found in undergraduate and graduate programs of study. Subsequently, it would be helpful to focus on those opportunities available at the particular institution and/or within the specific program area. Applications procedures, deadlines, sources for further information and a general description of each fype of field-based experience offered could be presented. This basic component will require approximately 30-45 minutes. In addition, the instructor can select one of the suggested activities to augment the session if there is interest and time permits.

RESOURCES:

1. Directory of Field Work Placements, Guidance and Counseling Program, Ypsilanti, MI: Eastern Michigan University, 1987.

2. Directory of Services in Washtenaw County, Ann Arbor, MI: Washtenaw United Way, 1986. (Similar directories

of human services are published for many counties in Michigan.)

3. Directory of Internships, Work Experience Programs and On-the-Job Training Opportunities, Thousand Oaks, CA:Ready Reference Press-Specialized Indexes, 1986.

4. Michigan and Cooperative Education, Flint, MI: Michigan Council for Cooperative Education, 1987.

5. Schuttenberg, E.M. and Poppenhagen, B.W. Field Experiences in Post Secondary Education: A Guidebook for Action, Cleveland, OH:University Press of America, 1980.

SUGGESTED ACTIVITIES

STUDENT PANEL
Invite a panel consisting of advanced students or recent graduates (4-6) to report on their field experiences, sharing personal perspectives and focusing on positive learning outcomes derived.

GUEST SPEAKERS
Arrange for the director of the Internship or Cooperative Education programs to visit the class and make a brief presentation on relevant work-related opportunities.

If appropriate, invite residence hall personnel to discuss the kinds of positions and experiences available within the housing program at both student and professional staff levels.

If available, the training and/or program director of a local community crisis center can be invited to describe training and volunteer opportunities in that geographic area.

IV. LIFE PLANNING AND DIRECTION

The focus of this component is life planning and life direction. Rather than focusing exclusively on career planning, the total person is the subject of this planning. The life dimensions of job, family, home, health, finance, and leisure are viewed as essential for life planning. Students are encouraged to examine their values and preferences for future fulfillment, not only in planning for a career but in exploring lifetime goals as well. Students will have an opportunity to plan their life goals and to assess their values as they relate to these goals.

OBJECTIVES

** Students will identify some of their personal values that motivate and influence life-planning.

** Students will complete a life plan project that will assist them in exploring life-style preferences.

Students can be given worksheets (see Special Materials) that will assist them in determining what values are important to them. A worksheet that will enable them to make tentative plans for their future is also suggested. One class period can be utilized to initiate this activity, although students may need to complete the work outside of class. The instructor might find it beneficial to ask students to explore the 4 questions Carney, Wells, and Streufert pose in their book, Career Planning, Skills to Build Your Future, which are: 1.) Who are you? 2.) How do you want to live? 3.) What will you do for a living? and 4.) Where do you want to live?

RESOURCES

1. Carney, C.G., Wells, C.F., Streufert, D. Career Planning: Skills to Build Your Future, New York, N.Y.: D. Van Nostrand Company, 1981.

2. Dillard, J.M. Lifelong Career Planning, Columbus, OH: Charles E. Merrill Publishing Company, 1985.

3. Michelozzi, B.N. Coming Alive from Nine to Five, (2nd ed.), Palo Alto, CA: Mayfield Publishing Co., 1984.

4. Shertzer, B. Career Planning: Freedom to Choose (3rd ed.), Boston: Houghton Mifflin Co., 1985.

5. Zunker, V.G. Career Counseling: Applied Concepts of Life Planning, Monterey CA: Brooks/Cole Publishing Company, 1986.

SPECIAL MATERIALS

LIFE-MOTIVATION VALUES

Listed below are a number of key values that motivate the direction of a person's life. Rank order these to best describe what you presently consider to be your personal life motivation. Please feel free to add to the list if there are other factors important to you. Write a brief definition after each value you ranked 1-5 describing what it means to you and why you feel it is important.

Achievement

Adventure

Creativity

Family

Finances

Friendships

Helping Others

Independence

Leadership

Learning

Prestige

Recognition

Respect

Safety

Security

LIFE PLANNING PROJECT

Develop a tentative life plan using the information suggested as a guide.

How do you envision your life in . . .

5 years, 10 years, 25 years, at retirement in the following areas:

1. Marriage/Family
2. Occupation/Career
3. Income/Life-Style
4. Geographic Location
6. Educational Plan
7. Physical Wellness
7. Personal Happiness
8. Other

SUGGESTED ACTIVITIES

VALUES REALIZATION
Students can do an in-depth study of their values in any of the individual areas of life planning. They can explore values related to career, family, home, health, finances/life-style, or leisure in order to enhance their ability to formulate their life directions.

COMMUNITY SPONSORED PROGRAMS
Students can investigate and participate in community sponsored programs relating to any of the areas of life planning. Health and wellness programs, for example, can provide useful information and practical experience for students.

V. PLACEMENT STRATEGIES FOR NEW PROFESSIONALS

The purpose of this component is two-fold. It is designed to orient graduate students in student affairs to the various profesional associations in student affairs and their available placement services. Secondly, this component will enable students to become familiar with the college placement center on their campus and with the programs and services it provides. Some additional experiences which will enhance the classroom activities are also suggested. These experiences will familiarize the student with other placement strategies and resources which will assist them in their own job search and in becomming more knowledgeable professionals.

OBJECTIVES

** Students will develop an awareness of major professional associations in student affairs and their available placement services.

** Students will gain an understanding of the resources and services typically offered by college placement centers.

The major activity for this component is a class visitation to the campus college placement center that the instructor will pre-arrange. Students can write a 1-2 page report on the placement center visit by using the specific guidelines provided in class. It is recommended that a minimum of one class period be used for this visit. An alternative to this activity is for students to arrange their own visits to the college placement center of their choice.

RESOURCES:

1. A Guide to Career Planning, the Job Search, Graduate School, and Work Related Education, CPC Annual, Vol.1, Bethlehem: College Placement Council, 1987/88.

2. A Directory of Employment Opportunities for College Graduates in Administration, Business, and Other Non-Technical Options, CPC Annual, Vol. 2, Bethlehem: College Placement Council, 1987/88.

3. A Directory of Employment Opportunities for College Graduates in Engineering, Sciences, the Computer Field and Other Technical Options, CPC Annual, Vol.3, Bethlehem: College Placement Council, 1987/88.

4. Bachhuber, T., Guidebook for the Successful Job Search in Student Development II, Alexandria: American Association of Counseling & Development, 1985.

5. Bolles, R.N. What Color is Your Parachute? Berkley: Ten Speed Press, 1987.

6. Journal of Career Planning and Employment, Bethlehem: Society of National Association Publishers, Quarterly publication.

SPECIAL MATERIALS:

GUIDELINES FOR COLLEGE PLACEMENT CENTER VISIT REPORT

1. FIRST IMPRESSIONS
   - Is the physical set-up appealing to the target population?
   - Describe the target population.

2. THE PROGRAM
   - Describe the programs and services that the placement center offers.
   - What are the center's staffing needs and resources?
   - What are the roles and functions of the placement personnel?

3. THE FACILITY
   - Describe the placement center facilities.
   - What are the essential components of the center?

4. USE
   - How many of the target population use the facility?
   - How do the personnel encourage its use?

5. EFFECTIVENESS
   - How effective do you feel the center is? What are your criteria?
   - What are the strengths/weaknesses of the center?

SUGGESTED ACTIVITIES

1. Students may register with one of the placement centers from the following list of the profesional asociations and/or services:

   American Association for Counseling & Development (AACD)
   5999 Stevenson Ave.
   Alexandria, VA 22304

   American College Personnel Association (ACPA)
   ACPA Placement Services
   Box 23987
   Tempe, AZ 85282

   Michigan Association for Counseling & Development (MACD)
   Box 190
   St. Johns, MI 48879

   Michigan College Personnel Association (MCPA)
   (Contact MACD headquarters)

   National Association of Student Personnel Administrators
   1700 18th St., N.W. Suite 301
   Washington, D.C. 20009

   National Association for Women's Deans, Administrators and Counselors
   1325 18th St., N.W. Suite 210
   Washington, D.C. 20009

   Oshkosh Placement Exchange, yearly conference on the campus of the University of Wisconsin at Oshkosh. Sponsored by the Department of Residence Life. For more information please write to:

   Oshkosh Placement Exchange
   Gruenhagen Conference Center
   University of Wisconsin - Oshkosh
   Oshkosh, Wisconsin 54901

2. Students may participate in one of the following workshops provided by the college placement center on campus. Topics may include the following areas:

   : job search strategies
   : interview preparation
   : resume preparation
   : networking: making contacts
   : success on your first job
   : non-traditional careers
   : workshop for education majors
   : workshop for non-education majors
   : other